

CHLD 66 Course Outline as of Fall 2012**CATALOG INFORMATION**

Dept and Nbr: CHLD 66 Title: INTERMED ECE PRACTICUM

Full Title: Early Childhood Care and Education Practicum

Last Reviewed: 11/13/2023

| Units | Course Hours per Week | | Nbr of Weeks | | Course Hours Total | |
|---------|-----------------------|-------------------|--------------|------|--------------------|--------|
| Maximum | 6.00 | Lecture Scheduled | 3.00 | 17.5 | Lecture Scheduled | 52.50 |
| Minimum | 6.00 | Lab Scheduled | 9.00 | 17.5 | Lab Scheduled | 157.50 |
| | | Contact DHR | 0 | | Contact DHR | 0 |
| | | Contact Total | 12.00 | | Contact Total | 210.00 |
| | | Non-contact DHR | 0 | | Non-contact DHR | 0 |

Total Out of Class Hours: 105.00

Total Student Learning Hours: 315.00

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

Students will participate in a supervised field experience with young children at Santa Rosa Junior College Children's Center or a designated off-campus Mentor site. Under the supervision of the course instructor and mentor teachers, students will apply previous understanding of development theory to classroom practice. This course focuses on identifying and developing skills and behaviors essential for effective teaching. These include: building healthy, caring relationships with and between young children; partnerships with families; classroom organization and management; curriculum development and implementation; professionalism and ethics; familiarity with assessment tools; and teaching as a member of a team.

Prerequisites/Corequisites:

Course Completion with a grade of C or better of CHLD 10, CHLD 51 and CHLD 90.4 OR
Course Completion with a grade of C or better of CHLD 110.1, CHLD 110.2, CHLD 51 and CHLD 90.4

Recommended Preparation:

Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Health or Safety: "Students enrolled shall have a clear TB test and a health-screening report that indicates the person's physical qualifications to perform the duties and any health condition that

would create a hazard to the children or other personnel” (22Ca. Code of Regs. 101216(g)).

Schedule of Classes Information:

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Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

| | | | |
|----------------------|----------------------|----------------------|-----------|
| AS Degree: | Area | Effective: | Inactive: |
| CSU GE: | Transfer Area | Effective: | Inactive: |
| IGETC: | Transfer Area | Effective: | Inactive: |
| CSU Transfer: | Transferable | Effective: Fall 2012 | Inactive: |
| UC Transfer: | | Effective: | Inactive: |

CID:

CID Descriptor: ECE 210 Practicum in Early Childhood Education
SRJC Equivalent Course(s): CHLD66

Certificate/Major Applicable:

Major Applicable Course

COURSE CONTENT

Outcomes and Objectives:

Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of child development as it relates to program, curriculum development, and teaching strategies for all young children and their families.
2. Use relevant learning theories and child development to select effective materials to plan, implement, and evaluate developmentally appropriate, play-based experiences for all young children.
3. Use appropriate observation, assessment tools, and strategies required to develop an

- individual child portfolio that includes developmental information to be shared with families.
4. Use naturalistic observation and assessment of children to design and implement appropriate curriculum and environments for a variety of curriculum content areas and classroom activities.
 5. Describe, create, and evaluate the physical indoor and outdoor environments that support the curriculum and interactions of children and teachers.
 6. Apply appropriate individual and group guidance techniques with children, including problem solving and conflict resolution.
 7. Apply effective communication and collaborative skills with teachers, staff and families in the early childhood setting.
 8. Demonstrate appropriate professional and ethical behaviors, dispositions, and skills while assuming teaching and non-teaching responsibilities in the field of early childhood education.
 9. Apply effective communication and collaborative skills with teachers and staff in the early childhood educational setting.
 10. Use teaching performance standards to critically assess personal skills, abilities, and dispositions as a developing teacher.
 11. Use effective verbal and written communication skills in curriculum and program development.
 12. Identify the qualities and characteristics of the early childhood education professional.

Topics and Scope:

- I. Practicum requirements, duties and responsibilities
 - A. Operating policies
 - B. Children and families served
 - C. The role of the student teacher including professionalism and ethics
- II. Developmentally appropriate curriculum for infants, toddlers and preschoolers
 - A. Developmental characteristics including considerations for curriculum
 - B. Activities and experiences to support diverse learners
 - C. Curriculum integration across developmental domains
 - D. Activities and experiences for foundational content and interest areas
 1. Language and Literacy
 2. Math
 3. Science and sensory experiences
 4. Social Studies
 5. Visual and performing arts
 6. Dramatic play
 7. Blocks
 8. Indoor/outdoor large motor activities
- III. Appropriate environments for young children
 - A. The physical setting
 1. Equipment and materials
 2. Room arrangement
 3. Outdoor environment
 - B. The temporal setting
 1. Daily routines and schedules
 2. Timing for transitions
 - C. Grouping for learning
 1. Circle and whole group activities
 2. Primary and small group activities
 3. Individual
- IV. Authentic documentation and assessment
 - A. Observation and recording using the Desired Results System

1. Anecdotal recording for curriculum and individual assessment
 2. Organizational strategies for gathering data
- B. Documentation of data
1. Record keeping tools for individual children and program
 2. Collecting samples and artifacts
 3. Developing the individual child portfolio
- C. Interpretation of data to design curriculum to meet individual and group needs
- V. Interactions with children
- A. Effective communication strategies with children
 - B. Appropriate individual guidance and group management strategies
 - C. Effective strategies for guiding children with challenging behaviors
- VI. Role of the teacher
- A. Qualities of effective teachers
 1. Communication with colleagues and staff
 2. Participation as a member of a collaborative teaching team
 3. Organization and management the classroom
 4. Self-reflection and personal assessment
 5. Ethical conduct and decision making
 6. Advocacy for children and families
 - B. Organization and management the classroom
 1. Self-reflection and personal assessment
 2. Ethical conduct and decision making
 3. Advocacy for children and families
 - C. Partnerships with families
 1. Family participation in the early childhood program
 2. Communication and conferencing with the family
 3. Sensitivity to family values and cultural backgrounds
 - D. Career and professional development
 1. Career pathways and education
 2. Professional portfolio development

Assignment:

Assignments may include but are not limited to:

1. Weekly reading assignments (approximately 15-20 pages).
2. Written observations and summaries of practicum placements program policies and procedures (approximately 3-5 pages).
3. Participate actively in weekly practicum meetings and discussions.
4. Plan, write, implement, and reflect on curriculum activities and environmental enhancements used with children during the practicum placement (approximately 7-10, 5-7 pages each).
5. Complete a partial Desired Results Developmental Profile for one child in the practicum placement using a minimum of 20 anecdotal observations.
6. Participate effectively in the daily program with children and staff.
7. Complete mid-term and final self-evaluations using the Student Teacher Performance Standards.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Writing curriculum plans, evaluations, observations, developmental profile (final project)

Writing
20 - 40%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Implement curriculum, environmental enhancements, interactions with children and staff

Skill Demonstrations
40 - 60%

Exams: All forms of formal testing, other than skill performance exams.

3-5 short answer quizzes

Exams
5 - 10%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance and participation, self and faculty performance standards evaluation

Other Category
5 - 10%

Representative Textbooks and Materials:

Representative Textbooks:

California Department of Education, CALIFORNIA INFANT / TODDLER LEARNING & DEVELOPMENT FOUNDATIONS, California Department of Education, Sacramento, 2009.

California Department of Education, CALIFORNIA PRESCHOOL LEARNING FOUNDATIONS VOL 1, California Department of Education, Sacramento, 2008.

California Department of Education, CALIFORNIA PRESCHOOL LEARNING FOUNDATIONS VOL 2, California Department of Education, Sacramento, 2010.

California Department of Education, CALIFORNIA PRESCHOOL CURRICULUM FRAMEWORK VOL 1, California Department of Education, Sacramento, 2010.

California Department of Education, CALIFORNIA PRESCHOOL CURRICULUM FRAMEWORK VOL 2, California Department of Education, Sacramento, 2011.

(Note: The above documents are available on-line in PDF format. The students may choose to access these documents electronically free of charge.)

To Teach Well-An Early Childhood Practicum Guide by Gordon and Brown, Pearson Education, Inc., New Jersey, 2009

Creative Curriculum-for Infants, Toddlers, and Twos, 2nd Edition, by Dodge, Rudick and Berke. Teaching Strategies, Washington, D.C. 2006

Creative Curriculum for Preschool, 4th Edition, by Dodge, Colker, Heroman. Teaching Strategies, Washington, D.C. 2002-Classic

Instructor prepared materials

